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Application

Instructions

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Application Details

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147619 - Teacher Leadership and Compensation (TLC) System FY 17 - February 2016

153560 - Teacher Leadership Compensation Grant

Teacher Leadership and Compensation System

Status: Under Review
 Signature: Mike Sherwood
 Submitted Date: 2016-02-08 04:39:56
 Submitted By: Michael Dale Sherwood

Applicant Information

Project Officer

AnA User Id MICHAEL.SHERWOOD@IOWAID
 First Name* Michael Dale Sherwood
First Name Middle Name Last Name
 Title:
 Email:* msherwood@webster-city.k12.ia.us
 Address:* 1300 Wall Street

Organization Information

Organization Name:* Webster City Community School District
 Organization Type:* K-12 Education
 DUNS:
 Organization Website:
 Address:

City* Webster City Iowa 50595
City State/Province Postal Code/Zip
 Phone:* 515-832-2195
Phone Ext.
 Program Area of Interest* Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)
 Fax:
 Agency
 City State/Province Postal Code/Zip
 Phone: 515-832-9200
City State/Province Postal Code/Zip
 Ext.
 Fax:
 Benefactor
 Vendor Number

Cover Sheet-General Information

Authorized Official

Name* Mike Sherwood
 Title* Superintendent
 Organization* Webster City Community School District
If you are an individual, please provide your First and Last Name.
 Address* 820 Des Moines Street

City/State/Zip* Webster City Iowa 50595
City State Zip

Telephone Number* 515-832-9200
 E-Mail* msherwood@webster-city.k12.ia.us

Fiscal Officer/Agent

Please enter the "Fiscal Officer" for your Organization.

If you are an individual, please provide your First and Last Name.

Name*	Cathi Hildebrand		
Title	Business Manager		
Organization	Webster City Community School District		
Address	820 Des Moines Street		
City/State/Zip	Webster City City	Iowa State	50595 Zip
Telephone Number	515-832-9200		
E-Mail	cathi_hildebrand@webster-city.k12.ia.us		
County(ies) Participating, Involved, or Affected by this Proposal*	Webster County, Wright County		
Congressional District(s) Involved or Affected by this Proposal*	4th - Rep Steve King (R) Congressional Map		
Iowa Senate District(s) Involved or Affected by this Proposal*	24 District Map		
Iowa House District(s) Involved or Affected by this Proposal*	48 District Map		

Minority Impact Statement

Question # 1

1. The proposed grant programs or policies could have a disproportionate or unique POSITIVE IMPACT on minority persons. *

Yes

If YES, describe the positive impact expected from this project

Through the implementation of effective instructional practices the student achievement gap will be reduced.

Indicate the group(s) positively impacted.

Blacks, Latinos, Asians, Other

Question # 2

2. The proposed grant project programs or policies could have a disproportionate or unique NEGATIVE IMPACT on minority persons. *

No

If YES, describe the negative impact expected from this project.

If YES, present the rationale for the existence of the proposed program or policy.

If YES, provide evidence of consultation with representatives of the minority groups impacted.

Indicate the group(s) negatively impacted.

Question # 3

3. The proposed grant project programs or policies are NOT EXPECTED TO HAVE A DISPROPORTIONATE OR UNIQUE IMPACT on minority persons. *

No

If YES, present the rationale for determining no impact.

Certification

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge. *

Yes

Name of Person Submitting Certification. *

Michael Sherwood

Title of Person Submitting Certification*

Superintendent

Recipient Information

District*	Webster City Community School District <small>Use the drop-down menu to select the district name.</small>
County-District Number*	40-6867 <small>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Lora Rasey at 515-281-6719.</small>
Honorific	Mr.
Name of Superintendent*	Mike Sherwood
Telephone Number*	515-832-9200
E-mail Address*	msherwood@webster-city.k12.ia.us
Street Address*	820 Des Moines Street
City*	Webster City
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	50595

TLC Application Contact

Honorific	Mr.
Name of TLC Contact*	Mike Sherwood
Telephone Number*	515-832-9200
E-mail Address*	msherwood@webster-city.k12.ia.us
Street Address*	820 Des Moines Street
City*	Webster City
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	50595

Demographic Profile

October 2014 Certified Enrollment	1536
October 2014 Free/ Reduced Lunch %	49
AEA Number	8

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number*	Model 3 – Comparable Plan
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Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

The Webster City Community School District continues its long term commitment to Professional Learning Communities by having teachers work and function in a collaborative learning environment. One of the goals of collaborative teams is to support and provide teachers the time and resources needed to improve instruction and ultimately raise the achievement levels of students. The grant, through the use of instructional coaches, will provide the support needed to implement high leverage instructional strategies, better use of data to drive instruction, and support the development of engaging environments of learning for all students.

The district is in the third year of a one to one technology initiative. Students in grades Kindergarten through Twelve have been issued iPads. Technology Integrationists will work with teachers on lesson design, instructional strategies, and will model best practice in integrating technology into instruction. We seek a classroom environment that uses technology to enhance instruction, allowing students the freedom to create and have more ownership of their learning.

The district continues to make steady progress in aligning to the Iowa Core and have created and implemented samples of Smarter Balanced Assessments. Cassandra Erkens, consultant with Solution Tree, worked with teachers for two years to develop learning targets, create formative/summative assessments, and put concepts into practice through collaborative problem-solving and technology literacy. In order to deepen

our work and to implement it with fidelity, additional supports will be needed to achieve full implementation of the Iowa Core and realignment of our assessment systems. The grant provides opportunities for extended contracts to support curriculum/assessment work, learning through digital means such as social networking, and information/communications technology. Release time will be beneficial to provide the opportunity for model teachers to demonstrate and share the strategies developed through extended contract time.

Our goals for the Teacher Leadership Compensation Grant Program can be best described by the following "We Can" statements:

- Raise the level of rigor and expectations for all students in the district.
- Develop a cohesive system of assessments that provide the data which drives instruction and supports student ownership of their learning through the creation of more targeted, purposeful learning environments.
- Provide staff with the highest levels of training and supports as they implement, with fidelity, enriched instructional strategies.
- Use technology to support struggling learners while at the same time stretching students who are ready for enrichment.
- Create the culture and environment that reaffirms those new to the district or profession that they have chosen the right career path and the right place to apply their skills and abilities.

We can accomplish these goals through the thoughtful planning and implementation of the resources this grant provides. We will pursue these goals through the funding of the following positions:

- Four full time Instructional Coaches
- Two full time Technology Integrationists
- Extended contracts for twenty teachers
- Extended contracts for six mentor teachers

We are excited about the possibilities and opportunities created by this grant and look forward to engaging in the work of creating world class schools for all students.

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number

Model 3 – Comparable Plan

Narrative

Using Part 1 application narrative from previous application? ☐ No

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.

b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.

c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

The application process was initiated during the 2013-2014 school year. It began with presentations to the teaching staffs at Pleasant View Elementary, Sunset Heights Elementary, Webster City Middle School, and Webster City High School. The presentation provided all teaching staff with an overview of the Teacher Leadership Compensation Model. After the presentations, input was sought from the respective staffs of each building regarding their initial thoughts about the process regarding positives and concerns about moving forward with the model. In addition, interested individuals were appointed to a district-wide planning committee.

The district-wide Teacher Leadership Planning Committee consists of 5 teachers (Dawn Scholtens, Gary Scholtens, Rachel Chamberlin, Theresa Turpen, Michael Ross); 6 teacher/parents (Diane Bahrenfuss, Colette Bertran, Deb Dunham, Melissa Larson, Ayn Eklund, Trish Bahrenfuss); 1 counselor (Jaime Davis); 5 administrators (Brent Jorth, Adam Zellmer, Jason Halverson, Kelli Reis, Mindy Mossman); the district curriculum director, (Linda Williams); and the district superintendent (Mike Sherwood).

The district has utilized the School Improvement Advisory Committee as its community input committee. The committee consists of **nineteen community members** (Mike Auderer, Dennis Bahr, Michelle Casady, Michelle Claude, Jack Foster, Loween Getter, Kathy Getting, Pat Olson, Pat Powers, Ann Stewart, Melissa Taylor, Dr. Jim Tesdahl, and Juan Trujillo); **10 parent members** (Michelle Bultena, Stacy Ertz, Donnie Ertz, Kathy Gourley, Dr. Jim Kumm, Linda Lahr, Judy Maubach, Dr. Leo Moriarty, Dawn Obrecht, and Greg Obrecht); **2 school board members** (Juli Jaycox and Dan Ryherd); **1 community college representative** (Julie Ehresman); **8 administrators** (Sarah Binder, Brent Jorth, Mike Druger, Mindy Mossman, Kelli Reis, Mike Sherwood, Linda Williams, and Adam Zellmer); and **3 students** (Tyler Bultena, Jordan Moen, and Kyle Porter).

After initial presentations to the staff, SIAC Committee, and School Board it was agreed that the teacher leadership model was something that would greatly benefit the students and teachers of the Webster City School District. In 2013-2014 the TLC Planning Committee met and reviewed the application process and requirements. Initially the committee questioned the impact the TLC plan would have on the Professional Learning Community structure and team processes that have been in place for a number of years. The committee felt more time was needed to study the impact and voted to delay the application process until the 2014-2015 school year.

In 2014-2015 the district was involved in transitioning from a partial day sharing agreement with Northeast Hamilton to a whole grade sharing

agreement. In addition, due to a late resignation, the district had to realign the administrative staff. The district entered into operational sharing agreements with Northeast Hamilton to provide superintendent and full business office services for Northeast Hamilton. As a result, a decision was made to formally apply during 2015-2016 school year.

During 2015, the TLC Planning Committee has met as a whole group on eight occasions and has met in subgroups in between the large group meetings. The committee, through looking at data and much discussion, identified seven areas of need in the district. The seven identified areas are as follows: Student/Family Support, Instructional Coach/Multi Tier, ELL, Technology Integrationists, Literacy Coaches, Curriculum Development/Support, and Positive Behavior Intervention Support, (PBIS). Through a paired comparison protocol the committee prioritized the seven identified areas. The committee is fully supportive of a plan that addresses the following priorities: Technology Integration, ELL Support, Instructional Coach, and Mentoring. The support will be provided through a combination of full-time positions, extended contracts, and release time.

The TLC Plan was presented to the SIAC Committee and their input was gathered through open feedback during the meeting. Dennis Bahr a community member of Webster City stated, "This TLC Grant provides an opportunity for teacher leadership that is long overdue throughout the entire state. The background that Webster City Schools has in the PLC processes is a great foundation on which this TLC process can work, allowing us to make effective, group decisions that will positively impact student learning. We have so many great teachers here at Webster City, this grant will provide an ability for them to collaborate, share, and grow from one another."

The grant-writing process supported the work of the TLC committee by compensating committee members for their time and commitment to the development of a successful plan and grant application. Staff members were paid \$25 per hour for hours worked outside of the contract day. To date the district has spent \$11,392 of the \$16,692 grant dollars provided for planning. The balance of the grant will be dedicated to preparing for additional implementation planning and the hiring process. The committee's work further insures that the goal to raise student achievement through the building of expertise and support that not only enriches, but enhances teachers skills and abilities will be achieved. We are fully committed to implementing a plan that ultimately results in increasing the rigor and relevance of the students' learning environment that leads to higher levels of achievement for all students.

Narrative

Using Part 2 application narrative from previous submission?*

No

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

Webster City Community Schools Mission - The Webster City school district, in partnership with families and community, will provide a quality education in a safe environment for all students.

Webster City Community Schools Vision:

- Focused, Viable, Relevant, Rigorous, and Consistent Curriculum
- Consistency in Curriculum and Instruction
- Consistency in Grading and Assessment
- Equity for All Students
- Use of Research and Best Practice

District Goals:

1. Further develop, implement, and assess PreK-12 discipline-based standards aligned with the Iowa Core, and benchmarks to promote student achievement and learnings.
2. Continue to promote PreK-12 teaching and learning strategies to focus on student learning through an engaging curriculum in a caring environment.
3. Implement strategies and integrate PreK-12 career awareness, career exploration, and career planning and preparation.
4. Integrate technology within the PreK-12 curriculum.

Student Achievement Goal:

1. To close the student achievement gaps among the subgroups which include: free and reduced, special education, and ELL.

Statewide TLC Goals

1. Attract able/promising new teachers
2. Retain effective teachers
3. Promote collaboration among teachers
4. Reward professional growth and effective teaching
5. Improve student achievement

Webster City TLC Goals	Long-term Measures of Effectiveness
1. Improve student achievement by strengthening instruction. (State TLC Goal #5).	1. 3-11: IA Assessments 2. 7-12: MAP 3. Teacher Surveys/Reflections 4. SWIS data 5. Graduation rate 6. Dropout rate 7. Graduate Follow-up Surveys and Meetings
2. Continue to strengthen PLC (Professional Learning Communities) by developing and supporting opportunities for teachers to learn from each other. (State Goal #3).	1. WE Survey 2. Utilize the PLCs at Work Continuum Surveys for Feedback on effectiveness of PLCs (Pre-Initiating, Initiating, Implementing, Developing & Sustaining).
3. Integrate technology within the Pre K-12 curriculum	1. WE Survey 2. Clarity Survey 3. WC Tech Team analysis of iPad 1:1 Effectiveness PK-12 a. Renewal/Non-renewal of iPad Lease
4. Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation. (State Goals #1 & #4)	1. Retention & recruitment of teacher leaders. 2. Reduction in teacher turnover 3. WE Survey: climate/culture
5. Retain effective teachers by providing enhanced career opportunities. (State Goal #2)	1. Retention of teacher leaders. 2. Increase in number of teachers remaining in the district more than five years.

The Webster City Community School District continues its long term commitment to Professional Learning Communities by having teachers work and function in a collaborative learning environment. One of the goals of collaborative teams is to support and provide teachers the time and resources needed to improve instruction and ultimately raise the achievement levels of students. The grant, through the use of instructional coaches, will provide the support needed to implement high leverage instructional strategies, better use of data to drive instruction, and support the development of engaging environments of learning for all students.

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The Webster City Community School District also works closely with its neighbors to provide a quality educational system and as a way to achieve efficiencies. Stratford and Northeast Hamilton have whole grade sharing agreements to send their 7-12th Grade students to Webster City. The following Operational Sharing agreements are in place:

- Superintendent shared with Northeast Hamilton (20% time)
- Transportation Director shared with Stratford (20% time)
- Technology Specialist shared with Northeast Hamilton (40% time)
- Business Manager with Northeast Hamilton (20% time)
- Business Manager with Stratford (20% time)

The Webster City School District also has a regional business office in Webster City that provides all business services for Northeast Hamilton, Stratford, and Webster City. All three schools administrative teams come together twice monthly for meetings, three informal board meetings are held each year between districts with one taking place in each district. We also conduct many joint professional development opportunities between

the school districts throughout the year.

Using Part 3 application narrative from previous submission?*

Yes

Part 3 - Describe how the TLC plan will connect to, support and strengthen the district's key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

(Securing Original Score of 8)

The TLC plan will support and strengthen the work of our PLCs in each building. The TLC leaders will help connect, support and strengthen Webster City School District initiatives of Iowa Core Implementation Positive Behavior Interventions and Supports, Multi-Tiered System of Supports, Technology Integration, and Mentoring and Induction. Our PLCs focus work on the 4 Essential Questions: What is it we expect our students to learn? How will we know when they have learned it? How will we respond when they don't learn? How will we respond when they already know it?

Instructional coaches and technology integrationists will work collaboratively with our PLCs. The work will include developing units of instruction, implementing effective instructional strategies that engage students, providing support for teachers and students, and developing assessments.

GOAL AREAS

Goal 1- Improve student achievement by strengthening instruction

Instructional coaches and technology integrationists will be key to connecting all of the District's initiatives. The addition of instructional coaches and technology integrationists to PLCs will allow the District to strengthen research-based practices into all classrooms and in all discipline areas. Coaches and integrationists will model, demonstrate, and train teachers in strategies focusing on best-practices.

Goal 2- Continue to strengthen PLC (Professional Learning Communities) by developing and supporting opportunities for teachers to learn from each other using the 4 questions:

1. What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when students don't learn?
4. How will we respond when they already know it?

PLCs in Webster City are at different stages of alignment with the Iowa Core. The addition of Instructional Coaches at each level will allow for differentiation and individualized support to implement the Iowa Core. The TLC grant will support the District's work with the Iowa Core to continue at a deeper level. Students will benefit from this work in terms of more rigorous, relevant and engaging learning activities.

Instructional Coaches will work with teams to help develop formative and summative assessments aligned with the Iowa Core.

Instructional Coaches will help PLCs in collecting student achievement data, analyzing data, identifying areas for improvement, finding necessary research-based best-practice resources, and providing support as teachers develop the skills and instructional strategies to meaningfully make changes so all students are successful. TLC mentor teachers will provide additional support as needed for initial teachers.

Instructional Coaches at each level will assist teachers in strengthening the implementation of the Iowa Core and determining appropriate interventions so that all students experience success.

Instructional Coaches and Technology Integrationists will work with PLC teams to develop project-based learning opportunities to stretch critical thinking and creativity skills.

Goal 3- Integrate Technology

Technology Integrationists at each level will assist teachers in strengthening the implementation of the Iowa Core and determining appropriate interventions so that all students experience success. They will provide professional development opportunities for staff to assist them with the integration of technology as an effective teaching and learning tool.

Goal 4- Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

The following pathways will be provided: Instructional Coaches, Technology Integrationists, mentoring opportunities, extended contracts, and release time.

Goal 5- Retain effective teachers by providing enhanced career opportunities.

The TLC mentors will ensure that teachers have the support they need. Mentors will provide practical, concrete advice; pose important questions to prompt reflection; model teaching techniques in the classroom; observe and offer feedback; and offer another point of view at a time when it's easy to lose all perspective. The mentor will help the teacher balance Professional Development with day-to-day planning and instruction.

Using Part 4 application narrative from previous submission?*

No

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

Analysis of the Effectiveness of Webster City's Mentoring and Induction Program

First-year teachers are expected on their first day to do essentially the same job as the 20-year veteran teacher. Teachers work in isolation from their peers for the majority of the work day, thus preventing the natural induction process. Beginning teachers are reluctant to ask for assistance for fear of appearing incompetent. Nationally 30% of beginning teachers leave during the first two years and more than 50% leave during their first four years and 90% of this 50% that leave teaching are our most gifted teachers. Webster City Community School District supports the need for mentoring first and second year teachers and those new to the district.

The following bulleted items and descriptive statements identify perceptions of beginning teachers and mentors as indicated by survey responses completed at the end of 1st and 2nd semester during the 2014-2015 school year. The items below identify areas where the induction program met the needs of most of the beginning teachers. The areas are:

- Using effective teaching methods
- Received emotional support
- Communicating and collaborating with colleagues, including administrators and other teachers
- Reflecting on teaching
- Acquiring information about the school district
- Adjusting to the teaching environment and role

These items identify areas where the induction program met the needs of the fewest of the beginning teachers. The areas are:

- Communications/working with parents
- Information on research-based best practices in teaching
- Assessing students and evaluating student progress
- Classroom management
- Motivating (engaging) students in their own learning
- Planning, organizing, and managing instruction

These items identify activities that beginning teachers indicated as valuable:

- Held a scheduled conference weekly with mentor
- My mentor visited my classroom during instruction time and provided me with feedback
- Talked with my mentor about the classroom observation
- My mentor demonstrated a lesson for me in the classroom
- My mentor prepared or sent materials to me
- Had informal contacts with my mentor
- I had the opportunity to visit other classrooms
- I collaborated on the planning of instruction through the PLC time scheduled twice a week for 60 minutes
- I collaborated on the development or selection of instructional materials during PLC time which meets twice a week or as often as needed

"To know I had someone there made me secure in my first year of teaching." - Kristen Elm, Webster City 1st year teacher.

"My enthusiasm for my job was rejuvenated by the experiences of the training sessions and working with my mentee on a one-to-one basis." - Mary Jane Hinderks, Webster City Mentor

General conclusions drawn from data collected from the Beginning Teacher Induction Survey are:

- Nearly 90% of the beginning teachers participating in the Webster City Community School District Teacher Induction Program indicated they would be teaching five years from now.
- 98.4% of mentors indicated that participating in the Teacher Induction Program had improved their own teaching. Almost 100% of the beginning teachers believed they had become better teachers because of the program.
- Survey responses indicated that nearly all of the beginning teachers believed that their students benefited from their participation in the Teacher Induction Program.
- The areas in which the Teacher Induction Program met the fewest needs of the beginning teachers are those requiring more time than the current program allows which is 45 minutes to an hour each week. Communication skills, assessing and evaluating student progress, and learning classroom management skills for example take longer to develop and master.
- Beginning teachers received most value from activities where personal interaction with mentors occurred, resulting in classroom improvement.

Areas for Improvement

Because mentoring has been identified as such a vital component in the success of the beginning teacher's career, our district has identified and constructed a list of challenges and areas of improvement for the current mentoring program.

- Additional support from mentor teachers regarding concerns, progress, and questions of new teachers.
- Additional peer observations and time to collaborate with mentors.
- Additional time for large group discussions with the Curriculum Director regarding LiveBinder and resource allocations.
- Additional time to collaborate with Instructional Coaches and Technology Integrationists.

Closing the Gap

Following are the goals of the Mentoring Program:

- Promote excellence in teaching to improve student performance
- Increase the retention of promising beginning teachers.
- Transmit the culture of the school system within the context of school improvement.
- Build a supportive environment throughout the district for beginning educators.

To reach the Mentoring Goals, Instructional Coaches and Mentors will provide beginning teachers with the following:

- Routinely work strategically with teachers in planning, monitoring, reviewing, and implementing best instructional practice.
- Model effective teaching that demonstrates best classroom instructional and management practices.
- Help familiarize beginning teachers with grading practices, PBIS, technology, district policy, and portfolio requirements.
- The TLC plan will add an additional day of orientation for the mentor and mentee to collaborate on curriculum and classroom management. Additional collaboration time with Instructional Coaches, Mentors, and Technology Integrationists may occur up to three times a year.

Narrative

Using Part 5 application narrative from previous submission? ☐ No

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The school board, district administrators, and the Teacher Leadership Team are responsible for ensuring the success of the TLC Plan. The administrators of the district will work closely with the instructional coaches, technology integrationist, mentor teachers, data coaches, and technology coaches to keep the District TLC Goals at the forefront of all decision making through regular communication and collaboration. The Superintendent will ensure that a rigorous hiring process for selection and assignment of teacher leaders is followed, and will also ensure that these leaders receive the professional development and support needed to be successful in their roles. The Curriculum Director will ensure that the changes in mentoring and induction are implemented, and that the TLC Program Evaluation is complete. The administrators and Teacher Leadership Team will work together to ensure that schedules are in place to support teachers in their work. A weekly meeting time will be scheduled for instructional coaches. In addition instructional coaches and the technology integrationist will meet with administrators and the curriculum director at least once every two weeks to discuss, design, communicate, and facilitate professional development and review work being done with PLC teams and individual classroom teachers. Instructional coaches and the technology integrationist will meet weekly with the data and technology coaches. The curriculum director will meet bi-weekly with mentor teachers.

Instructional Coaches - (195 day contract plus \$4,500 stipend - full time positions)

The district will employ four full time instructional coaches, one at each attendance center in the district. The instructional coaches will meet each week with their director using the same PLC model that all other teams in the district use. 80% of their time will be spent in their assigned attendance center, focused on building level instructional support and coaching. The remaining 20% of their time will be used to address district-wide initiatives. Each instructional coach will be responsible for one of the following district-wide focus areas: Math, Literacy, ELL, Elective/Exploratory.

Technology Integrationist - (195 day contract plus \$4,500 stipend - full time position)

The district will employ one full time technology integrationist. The technology integrationist will meet each week with their director using the same PLC model that all other teams in the district use. 80% of time will be spent in attendance centers working with individual teachers and teams in support of integrating technology with instruction. The remaining 20% of time will be used to address district-wide initiative areas: Project Based Learning, Innovative Instruction and Trends in Technology.

Data Coach - (\$3,000 stipend - full time teacher - stipend for work outside the contract day)

The district will employ four data coaches, one at each attendance center. The position will be supervised by the building level principal and district curriculum director. These coaches will collect and organize data for PLC teams to discuss, analyze, and use to inform instruction. They will also work with instructional coaches to develop and maintain data walls at each grade level, which will support our goals of closing the achievement gap through our intervention system (MTSS).

Technology Coach - (\$3,000 stipend - full time teacher - stipend for work outside the contract day)

The district will employ four technology coaches, one at each attendance center. The position will be supervised by the building level principal and district curriculum director. These coaches will work closely with the technology integrationist to support PLC teams and individual classroom teachers in regularly integrating technology into instruction. Integration will include makerspace centers, project based learning instructional approaches, STEAM initiatives, etc...

Mentor Teachers - (\$2,000 stipend - full time teacher - stipend for work outside the contract day)

The district will employ up to sixteen mentor teachers. These positions will be supervised by the curriculum director. These mentors will meet weekly for one hour with their mentee during their first and second year of teaching in the district. Substitute teachers will be provided to allow release time for mentors to observe mentees and for mentees to observe model instruction. Mentors and mentees will be provided release time up to a half day a week.

Using Part 6 application narrative from previous submission? ☒ Yes

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

(Securing Original Score of 8)

A rigorous selection process that ensures a candidate's qualifications align with the vision and goals of the plan is essential. Teachers who possess not only the content knowledge, but are well-versed in adult learning theories and have the relationship building skills that allow for collaborative work will be instrumental in the success of the plan.

A teacher leadership selection committee will be comprised of one teacher and one administrator from the following buildings: Pleasant View Elementary, Sunset Heights Elementary, Webster City Middle School, and Webster City High School. The committee will be responsible for screening applications, reviewing qualification/background narratives, reviewing letters of recommendation, and interviewing candidates. The committee will then forward candidates' recommendations for a leadership role for approval by the Superintendent of Schools. Contract recommendations will be presented by the Superintendent of Schools to the Webster City Board of Education for its consideration and action.

Teacher leaders will be selected based on the following criteria:

- Minimum of three years of successful teaching experience of which one year will be in the Webster City District.
- Each candidate will submit a letter of application, describing the position for which they are applying.
- Each candidate will submit a qualification/background narrative that lists their experience, training, certifications, and skill sets that support their candidacy.
- Each candidate will submit a minimum of two letters of recommendation (not from an Administrator within the District).
- Selected candidates will then be interviewed by the Teacher Leadership Selection Committee.

SELECTION CRITERIA

Skill Set	Knowledge/Skills	Application Documentation
Working with Adult Learners	Building trusting relationships. Facilitating professional learning for teachers	Peer support for a leadership position as evidenced in two letters of support from teacher peers
Communication	Building relationships through communications Technical skills *facilitating *listening *speaking *questioning *mediating *writing	Self-assessment on the following attributes: *Being proactive *Begin with the end in mind *Put first things first *Attention to detail *Creating a sense of urgency *Follow through on commitments The quality of the application documents will be used to assess the applicant's technical skills
Collaborative Work	Collaborative skills Organizational skills	Success in previous leadership roles directly connected to school improvement and/or student achievement.
	Strong subject matter knowledge including assessment strategies.	Validated by the degree the applicant, "exceeds expectations" on the Iowa Teaching Standards

Knowledge of Content and Pedagogy	The ability to analyze subject matter concepts and pedagogical strategies. Person experienced using effective pedagogical strategies in the classroom.	as found in the teacher's evaluation. Expertise in the specific leadership role that is sought.
Systems Thinking	Working effectively within the system. Skills of advocacy	Two letters of support from teaching peers citing the teacher's ability to effectively work within the culture of the school to collaboratively set, pursue, and achieve goals.
Continuous Professional Growth	Life-long learner	May include, but not be limited to, Individual Career Development Plans, transcripts of college credits and/or continuing education credits, and certificates of attendance at approved trainings (e.g. PLC Institute MTSS, STEAM).

The application process will be initiated by announcing the availability of the leadership positions. Job Descriptions, performance expectations, compensation information, application processes and timelines for each leadership position will be provided to staff. The Teacher Leadership Selection Committee will meet after the application deadline and begin the screening process. Interview questions will be based on the skill sets required for the position and will require candidates to give examples of those skill sets in action. Sample questions could include the following:

- Give us an example of how you have coached a co-worker to a higher level of performance.
- Give us an example of when you exerted leadership to make some improvement. How did you engage others?
- Give us examples of your commitment to professional development and continual professional improvement.

When all interviews for the position are completed, the committee will conduct a vote and recommend the top teacher leader candidates to the Superintendent of Schools for approval. Weighted voting will determine the top candidate. The votes from the teacher and administrator at the building where the leadership position is housed will count as two votes; all other committee members votes will count as one vote. For all district level positions, all committee members' votes will count as one. All leadership assignments are for one year, but may be extended pending the candidate's success in the position as determined by progress monitoring and evaluation. Progress monitoring will occur quarterly by the selection committee. Building administrators will conduct annual evaluations based on the skill sets required for each leadership position. Leaders who have successfully met performance expectations may reapply to continue in the same leadership position in the next school year.

Narrative

Using Part 7 application narrative from previous submission? * No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

a) A description of the role teacher leaders will play in the creation and delivery of professional development.

b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

[Click here](#) To access the Iowa Professional Development Model page.

The Teacher Leadership Compensation Plan will provide the district with the ability to coach more teachers in the use of evidence-based instructional practices (e.g. progress monitoring, feedback, gradual release of responsibility) ultimately leading to increased student achievement. The teacher leaders such as Instructional Coaches (ICs), Model Teachers (MTs), Technology Integrationist (TI), and Mentors have extensive roles in the development and delivery of the Webster City Community School District's Professional Development Plan. The WCCSD will use the TLC plan to help incorporate the key elements of the Iowa Professional Development Model (IPDM).

IPDM Key Elements	Teacher Leader Responsibilities
Establish PD Leadership Team	ICs, TIs, and Mentors will review building-level student data, C-Plan goals, and AYP results to determine areas of need and assistance in the development of building and district-wide PD plans.
Collect and Analyze Data	All District Teachers will collect and analyze student data according to the WCCSD Assessment Plan. ICs, TIs, MTs, and Curriculum Director will instruct staff in how to use data to improve universal instruction. Additional training will be provided in the use of formative/summative assessment to drive instruction.
Goal Setting and Student Learning	ICs and MTs will lead the goal setting and instructional strategy selection process based on system data (from TIER, EdInsight, MAP, etc.) to ensure that the goals support the attainment of the Iowa Core. ICs will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices within their curricular domain. ICs will facilitate the peer review process with their team members. This process offers an important opportunity to support the implementation of effective teaching strategies in the classroom.
Selecting Content	ICs will review resources to select the most effective, evidence-based strategies and materials to increase student achievement based on the Iowa Core and teacher needs.
Designing	The Professional Development Team (ICs, TIs, Curriculum Director, along with administration) will design PD to include theory, demonstration,

Process	practice, and collaboration, while reflecting the IPDM for all teachers. ICs will differentiate support for individual teachers and building level teams based on their specific needs.
Training and Learning Opportunities	The Professional Development Team or those with the necessary expertise will deliver district and building PD and align with current district initiatives, including PK-12 literacy, math, and Iowa Core implementation. ICs will co-teach and model learning strategies being studied during PD. ICs will support teachers to implement their new learning.
Collaboration	The Professional Development Team will lead work through collaborative design and facilitation of Professional Learning Communities. ICs will collaborate with administration at least once a month. Model Teachers and Mentor Teachers will provide support for teachers in unit design, modeling strategies, alignment with the Iowa Core, and other district initiatives.
Implementation	All Teacher Leaders will focus on the priority of the district TLC plan to improve teaching and learning by monitoring student achievement data. From this data, the district can direct, create, and launch purposeful professional learning.
Formative Evaluation	ICs and MTs will collect and analyze progress data on professional development implementation and its impact on student achievement data. The results of the formative data set will be shared at PLC grade level and content area meetings to inform decision-making.
Program Evaluation	<p>The Professional Development Team will use the following data points to measure the effectiveness of the district professional learning plan:</p> <ul style="list-style-type: none"> • student achievement data • implementation data from grade level and content area PLC team notes • walkthrough data from building principals <p>This information will also be shared out with the District SIAC Committee, WCCSD staff and the public.</p>

Using Part 8 application narrative from previous submission? * Yes

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.

b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

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TLC Goal	Short-term Measures of Effectiveness	Long-term Measures of Effectiveness
Improve student achievement by strengthening instruction	<ol style="list-style-type: none"> 1. 3-11: IA Assessments 2. K-6: FAST <ol style="list-style-type: none"> a. CBM Reading b. aReading 3. 2-12: MAP 4. Grade Level & Department: Common Assessments (Formative & Summative) 5. Teacher Surveys/Reflections 6. PLC Agendas/Minutes 7. ACT - College and Career Ready 	<ol style="list-style-type: none"> 1. 3-11: IA Assessments 2. 7-12: MAP 3. Teacher Surveys/Reflections 4. SWIS data 5. Graduation rate 6. Dropout rate 7. Graduate Follow-up Surveys and Meetings
Continue to strengthen PLC (Professional Learning Communities) by developing and supporting opportunities for teachers to learn from each other.	<ol style="list-style-type: none"> 1. PLC Agendas/Minutes 2. Evaluator Observations & Feedback of PLC Meetings 3. Data-Driven Decisions Made 4. Teacher Surveys/Reflections 	<ol style="list-style-type: none"> 1. WE Survey 2. Utilize the PLCs at Work Continuum Surveys for Feedback on Effectiveness of PLCs (Pre-Initiating, Initiating, Implementing, Developing & Sustaining)
Integrate technology within the PreK-12 curriculum	<ol style="list-style-type: none"> 1. Evaluator Walk-Thru Data on Tech Integration 2. Peer Observation Feedback 3. Teacher-leader / Instructional Coach Logs 4. Student Feedback/ Surveys/ Reflections 	<ol style="list-style-type: none"> 1. WE Survey 2. Clarity Survey 3. WC Tech Team analysis of iPad 1:1 Effectiveness <ol style="list-style-type: none"> a. Renewal/ Non-renewal of iPad Lease
	1. Hiring, induction &	1. Retention & recruitment

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.	mentoring of teacher leaders 2. Feedback from teacher leaders on effectiveness of TLC 3. Feedback from classroom teachers on effectiveness of TLC 4. Evaluators survey on effectiveness of TLC	of teacher leaders 2. Reduction in teacher turnover 3. WE Survey: climate/culture
Retain effective teachers by providing enhanced career opportunities.	1. Retention & recruitment of teacher leaders. 2. Increase number of teachers moving from probationary to standard licenses who remain in the district five years.	1. Retention of teacher leaders. 2. Increase in number of teachers remaining in the district more than five years.

Using Part 9 application narrative from previous submission? * No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

The Webster City Community School District has had a vested interest and commitment to planning, developing, training, implementing, maintaining, and continually improving its instructional practices to ensure student success. Over the past nine years, key stakeholders from across the district have gathered to research, discuss, plan, and develop school improvement initiatives that have positively impacted student learning. Successful initial training sessions, continued support after implementation, and commitment to training and supporting staff new to the district have all been important factors in successfully sustaining initiatives overtime throughout our district. Following are several examples of successfully sustained initiatives:

Professional Learning Communities

In the 2007-2008 school year, the district implemented the Professional Learning Community Model in grades PreK-12. Over the past nine years, 95% of district staff have attended a PLC Institute At Work Conference. Team norms and protocols are regularly reviewed and updated by teams to ensure fidelity and commitment to the four critical questions: What do we expect students to know and be able to do? How will we know they can do it? What will we do if they can't? What will they do if they can? The district has made a commitment in scheduling to ensure teams can meet a minimum of 45 minutes twice per week. Data analysis, the use of research-based instructional strategies, and technology integration guides the instructional decisions within each team.

Systemic Grading/ Reporting Guidelines and Practices

After three years of research and study by a district-wide committee, the Board of Education in May of 2012 approved a Grading/ Reporting Guidelines and Practices Policy for grades 5-12. The policy included uniform grading scales, greater weight on final products of learning, and less weight on academic practice. Assessment guidelines were adopted, which provided the opportunity for second-chance testing. These changes provide that course grades are a reflection of academic achievement.

One to One PreK - 12 Technology Initiative

Webster City has long been at the leading edge of technology throughout the state of Iowa, in 2010 the district began the process of studying how to successfully implement a 1:1 technology initiative. After much research, discussion, and trial implementations of various devices, the committee recommended that a tablet device be provided to all students preK-12. The district is currently in its third year of implementation and continues to support this project through professional development for staff and budgetary supports needed to successfully sustain the initiative.

This TLC Grant will provide additional support for our current district initiatives, and will also provide the resources needed to successfully implement and sustain future initiatives that seek to further increase student achievement and success. Project Based Learning, STEAM Initiatives, Instructional Technology Programming, Literacy Programming, and continuous improvement of the MTSS Model are just a few of the initiatives we have been unable to fully plan, implement, and sustain with our current staffing structure. This TLC Grant would provide us with the time and resources needed to make the dreams of our students a reality. At Webster City, we do whatever it takes because kids matter most.

The school board, district administrators, and the Teacher Leadership Team are responsible for ensuring the success of the TLC Plan. The administrators of the district will work closely with the instructional coaches, technology integrationist, mentor teachers, teacher coaches, technology coaches, and data coaches to keep the district TLC goals at the forefront of all decision making through regular communication and collaboration. The Superintendent will ensure that a rigorous hiring process for selection and assignment of teacher leaders is followed, and will also ensure that these leaders receive the professional development and support needed to be successful in their roles. The Curriculum Director will ensure that the changes in mentoring and induction are implemented, and that the TLC Program Evaluation is complete. The administrators and Teacher Leadership Team will work together to ensure that schedules are in place to support teachers in being able to collaborate with each other and to regularly meet with instructional coaches and the technology integrationist. The administrators, instructional coaches, and the technology integrationist will also meet regularly to discuss, design, communicate, and facilitate professional development.

Position Responsibilities

Instructional Coaches (four full time positions): Will work alongside building principals to collect/analyze student data, determine professional development needs, and collaborate with all staff to increase achievement. The Instructional Coach, having both content and instructional expertise, will work as a colleague with classroom teachers to support student learning and teacher practice.

Technology Integrationist (one full time position): Will work as a colleague with classroom teachers to support student learning and teacher practice. The Technology Integrationist will focus on individual and group professional learning that will expand and refine understanding about research-based effective instruction, project based learning, and innovative instructional practices.

Data Coaches (four positions - extended contracts): Will provide collaborative and one-on-one coaching on the use of data to drive instruction and the use of instructional technologies to support data driven instruction.

Technology Coaches (four positions - extended contracts): Will work as a colleague with classroom teachers to support student learning and teacher practice in the integration of technology in instruction.

Mentor Teachers (sixteen positions - stipend): Will collaborate and provide support in the development of new teachers within our District New Teacher Induction Program.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.* Yes

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.* Yes

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.* Yes

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.* Yes

Applicability – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.* Yes

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$78,500.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$375,000.00
Amount used to provide professional development related to the leadership pathways.	\$27,192.34
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00
Totals	\$480,692.34

Grant Allocation

Enter the district enrollment as reported on Line 7 of the **2014** Certified Enrollment Report. Actual funding will be based on the 2016 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number* 1537.33

The district enrollment-based allocation is equal to the certified enrollment number x \$312.68.

District Enrollment-Based Allocation \$480,692.34

Total Allocation \$480,692.34

Other Budgeted Uses - Description

Item description	Amount budgeted
Additional Contract Days for New Teachers and Mentors	\$13,500.00
	\$13,500.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$480,692.34

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$0.00

Budget Alignment

Using Part 10 application narrative from previous application? No

Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

The Webster City Community School District Teacher Leadership and Compensation Grant will provide the resources needed to fulfill the following staffing, training, and supports needed to meet the goals as outlined in the grant proposal:

Pay to cover the costs for the time Teacher Leaders are not providing direct instruction in the classroom and to pay for the costs of substitutes when teachers are out of their classrooms observing teacher leaders.

- Four Instructional Coaches and One Technology Integrationist = Estimated Cost of \$375,000

Pay salary supplements for Instructional Coaches, Technology Integrationist, Technology Coaches, Data Coaches, and Mentor Teachers.

- Four Instructional Coaches @ \$4,500 stipend each = Cost of \$18,000
- One Technology Integrationist @ \$4,500 stipend = Cost of \$4,500
- Four Technology Coaches @ \$3,000 = Cost of \$12,000
- Four Data Coaches @ \$3,000 stipend = Cost of \$12,000
- 16 Mentor Teachers @ \$2,000 stipend = Cost of \$32,000

Provide resources for the professional development related to teacher leadership = Estimated Cost of \$27,192.34

Position Responsibilities

Instructional Coaches (Four full time positions)

- Will model, demonstrate, and train teachers in research based instructional strategies.
- Will observe and coach teachers in effective instructional practices.
- Will work with principals and the curriculum director to organize and coordinate district level professional development.
- Will help gather and analyze district and building level student achievement data.
- Will support teachers in the implementation of new curriculum, implementation of the Iowa Core, and assessment systems.
- Will work with building level Teacher Coaches and Professional Development/Curriculum Specialists to insure initiatives are implemented with fidelity and the team level.

Technology Integrationist (One full time position)

- Will model teaching strategies that infuse technology across all content areas.
- Provide one on one training and support for teachers.
- Will provide professional development and training.
- Will support the implementation of MTSS strategies.

- Will support the implementation of STEAM initiatives.
- Will work with building level Technology Coaches to insure initiatives are implemented with fidelity.

Data Coaches (Four Positions - Extended Contracts)

- Will collect and organize data for PLC teams to discuss, analyze, and inform instruction.
- Will work with Instructional Coaches to develop and maintain data walls at each grade level.
- Will provide support in our building and district goals of closing the achievement gap through our intervention system (MTSS).

Technology Coaches (Four Positions - Extended Contracts)

- In coordination with Technology Integrationist, will support the implementation of technology initiatives at the team and classroom level.
- Will provide building and team level professional development.
- Will be the communication link between Technology Integrationist and grade/content level teams and classroom instructors.

Mentor Teachers (Sixteen Positions - Stipend)

- Will support the work of new teachers.
- Will collaborate at least weekly with their mentee.
- Will observe their mentee during instruction.
- Will provide the support necessary to insure a successful induction for their mentee.

The resources provided will strengthen our ability to implement initiatives with fidelity and will improve the communication process so that the needs of teachers and students are being met. We are confident the model presented will significantly improve instruction and student achievement.

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